

Research on English Autonomous Learning Model of College Students in Baoding

-- Taking the Bilibili Bullet Screen Network as an Example

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Abstract: The rise of "Internet +" in today's era has provided a great port for the English learning mode of contemporary college students. Bilibili bullet-screen website (hereinafter referred to as "B Website"), as a new media platform that has been booming in recent years, has attracted a large number of contemporary college students to study on this platform, featuring rich learning resources, high participation sense of bullet-screen and strong course selection. High-quality videos and precise push algorithm make Station B more professional and create a better education and teaching area. Literature research shows that there are few studies on new English learning models for college students on new media platforms. In order to better explore college students' independent English learning mode under the reform of education mode in the new era, this study is based on the APP Bilibili, focusing on college students themselves, to explore the beneficial new mode of knowledge sharing platform such as Station B for college students' English learning.

Keywords: Autonomous learning mode, Bilibili Bullet Screen, College students.

1. Literature Review

Nowadays, the rise of "Internet +" provides a large port for contemporary college students' English learning modes. The Bilibili Bullet Screen Network (hereinafter referred to as B station), as a booming new media platform in recent years, has the characteristics of rich learning resources, a high sense of participation, and strong course selectivity, which attracts a large number of contemporary college students to study on this platform. High-quality video and a precise push algorithm make B station more professional and create a better education and teaching area. Bullet screen is the key point of the teaching link in B station. The scene interaction of contemporary college students' English learning in B station will stimulate the enthusiasm of learners, provide new opportunities for the conflict of views among learners, the diversification of views, the generalization and sublimation of views, and provide new references for individual learners' learning evaluation and teaching reflection. It provides a path for learners to find and solve problems.

Through literature research, it is found that there are few studies on the new mode of college students' English learning based on the new media platform, while academic circles focus more on how to realize the transformation of classroom teaching through the new media platform, focusing on teachers. In order to better explore the autonomous English learning mode of college students in the new era of education mode reform, this study is based on the APP Bilibili, focusing on college students themselves, and exploring the beneficial new mode of knowledge sharing platforms such as B Station for college students' English learning.

2. Background

2.1. Background of topic selection

At present, the rise of the Internet and new media has

broken the traditional mode of English teaching to a certain extent. Traditional college English teaching is mainly based on task-based teaching, and it is difficult for teachers to give targeted guidance to students of different levels of English listening and English pronunciation, which requires contemporary college students to take the initiative to improve their learning ability and improve themselves. (Zheng Baoyue, Xie Bing, 2022). The Bilibili Bullet Screen Network (hereinafter referred to as B station) is a representative of the contemporary new media learning platform. With the influx of college students on B station, B station now has a special learning area, and the number of English teaching videos related to CET-4 and CET-6 and postgraduate entrance examinations has increased sharply. Therefore, taking B station as the research object for the English learning mode of contemporary college students is more representative.

2.2. Significance of topic selection

At present, in the traditional teaching mode of our country, students mostly take passive acceptance of information as the leading factor, and their autonomous learning consciousness can not be improved, which ultimately leads to low autonomous learning ability. Therefore, learning more on the B station can also improve the ability to learn autonomously in English learning. In the traditional classroom, it is difficult to achieve precise and differentiated teaching, while contemporary college students can make good use of the multimedia, precision, and intelligence of modern technology to cultivate students' autonomy in English listening and speaking learning English. College students can choose videos according to their own learning needs, and the precise algorithm of B station can push high-quality videos, which can make the English learning mode of contemporary college students more flexible and improve the efficiency of learning. At the same time, the special bullet screen form of B station creates a good environment for English learning.

Through the bullet screen at B station, users can exchange their own ideas. Students' questions about a certain English problem can be answered by multiple students. At the same time, they can get multi-dimensional thinking and answers, which helps improve students' critical thinking, which is also different from the traditional classroom mode. In addition, short video learning has the characteristics of fragmentation, mobility, and diversification and has been widely disseminated among college students. B station, a short video with high-quality learning, also provides a convenient way for contemporary college students to learn, breaking through the limitations of time and space, which is a new media autonomous learning mode different from the traditional learning mode. Through questionnaires and other forms to understand the mode of contemporary college students' new media learning, this study has made certain advancements. Through this research, we explore and summarize the autonomous English learning mode of college students in Baoding and compare it with the traditional teaching mode, and provide practical suggestions for English learning so as to provide a program conducive to English learning for contemporary college students.

3. Research Issues and Methods

3.1. Literature research method

Through the literature research method, a large number of documents about the current situation, problems and measures of English learning mode in B station are collected and consulted, sorted out, summarized and refined, which provides a solid theoretical basis for this investigation. And summarized as literature reading feedback.

3.2. Visit, research and personal practice method

Semi-structured interviews (random interviews, field visits to classmates and friends, etc.) Were used to obtain the data of the field, time, frequency, purpose and effect of college students' use of B station learning; random interviews were conducted with college students' parents and university teachers to obtain the degree of recognition of these teachers on the phenomenon of College Students' B station learning. To prepare for further large-scale questionnaire survey.

3.3. Questionnaire survey method

Through the preparatory work, the group carefully discussed and revised the final questionnaire several times. Through vigorous publicity and various publicity channels, 156 valid questionnaires were obtained. Then the data were collected and statistical methods were used: SPSS, excel and other professional statistical software were used to systematically process the data. According to the questionnaire, we can judge the factors such as learning intensity, learning effect, propaganda to the people around them, and the influence on the formation of learning habits.

3.4. Practical experience method

After watching and learning the English corner video of B station, the team members wrote scripts, collected information, recorded clips, and successfully launched the self-made English learning video on the platform, which is currently in the trial stage.

4. Research Process

4.1. Study process

4.1.1. Research focus

In this study, we focus on exploring the reasons why college students choose to learn English in B station, learning time, learning frequency, and tracking the effect of learning in B station, in order to find out the mode of learning English in B station and the advantages and disadvantages of this learning mode. In addition, we study the differences between app represented by "B station" and the traditional English teaching mode and its impact on the traditional English teaching mode. The results show that the rich database of new media represented by B station makes English learning more choices and more targeted. However, the traditional English teaching mode is relatively limited. The supplement, reference and reflection of mobile terminal teaching and individual free teaching represented by "B station" to traditional classroom teaching methods are also the main points of our exploration.

4.1.2. Research objectives

Through the new media platform represented by B station, it provides rich resources and diverse choices for college students' English learning, so as to improve the hard power of college students' English learning and promote the platform and individuals to achieve a win-win situation.

The new media platform represented by B station has many English learning resources. If teachers can screen the English learning resources on the platform and recommend them to students, these resources will play the greatest role. As a useful supplement to the university classroom, it can lighten the burden of teachers to a certain extent, and create a beneficial mode of offline teaching and online meals.

Through the study of the new media platform represented by B station, the more efficient combination of the new media platform with English and even foreign language learning will point out a feasible direction for future foreign language extracurricular learning and open up a new mode of foreign language learning.

4.2. Research status and problems

4.2.1. Mixed learning content

Under the social background of big data, college students' English autonomous learning mode is mainly through the Internet big data retrieval tools, network platform to obtain the learning resources they need. As a new media platform, B station has a large number of learning resources, and its unique bullet screen function increases the user experience of students' autonomous learning (discussing and exchanging problems with each other). However, according to the results of data analysis, 57.5% of the students' learning content on B station is interest-oriented (see Figure 1). In the process of using the platform to learn, the average score of self-satisfaction on autonomous learning mode was 3.76, the average score of satisfaction on relevant learning objectives and learning plans was 3.54, and the average score on self-learning achievement evaluation was 3.44, which corresponded to the result that 51.25% of the respondents thought that the learning efficiency in Bilibili was not lower than that in offline classroom. When exploring the reasons why the respondents think that the learning efficiency of Dali Dali is lower than that of offline classroom, it is found that 69.23% of the respondents think that other types of video push on the platform will reduce the learning efficiency, 23.08%

think that the low quality of video on the platform will lead to the reduction of learning efficiency, and 23.08% think that it will lead to the reduction of learning efficiency. 15.38% thought that the difficulty of video search led to the decrease of learning efficiency. Generally speaking, most students are not satisfied with the quality and effectiveness of learning resources in B station. Faced with massive learning resources,

it is very difficult to quickly screen out the content that meets their needs, and students tend to waste a lot of effective learning time in choosing materials.

The starting point for users to learn English on the Bilibili platform is as follows in Fig.1:

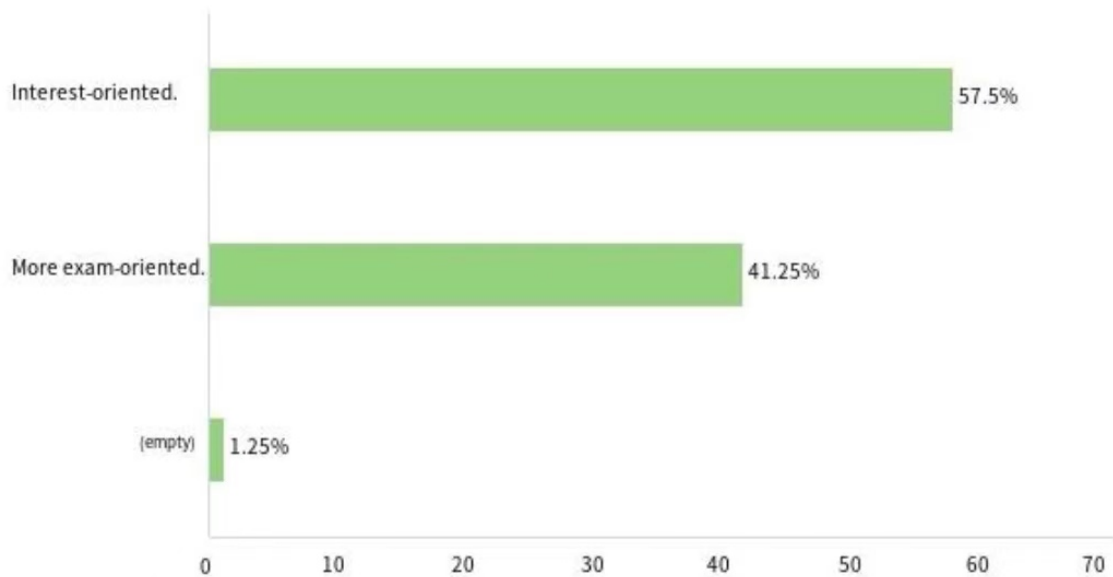


Figure 1. The starting point for users to learn English on the Bilibili platform

Data on self-evaluated learning outcomes are as follows in Fig.2:

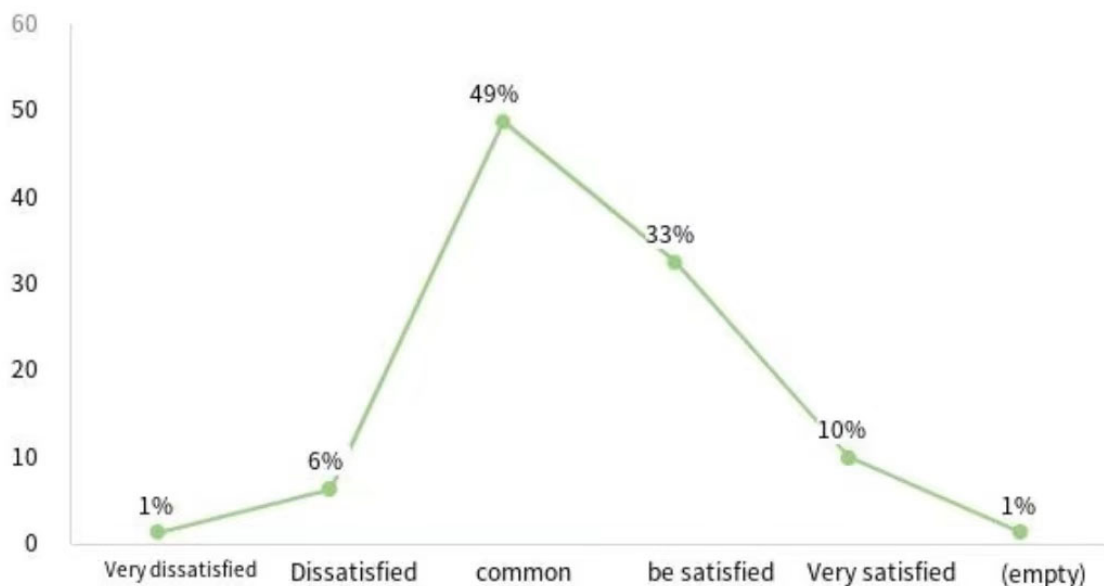


Figure 2. Data on self-evaluated learning outcomes

Satisfaction with the autonomous learning model in the platform learning process. As show in Fig.3:

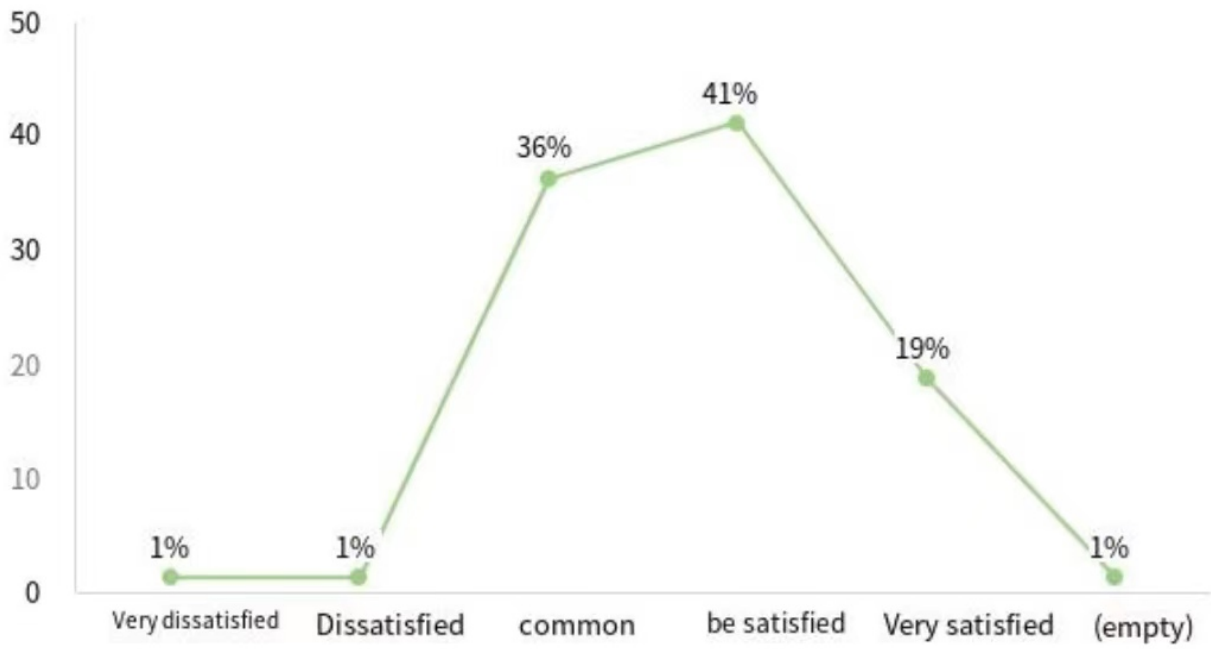


Figure 3. Satisfaction with the autonomous learning model in the platform learning process

Satisfaction with relevant learning objectives and learning plans. As show in Fig.4:

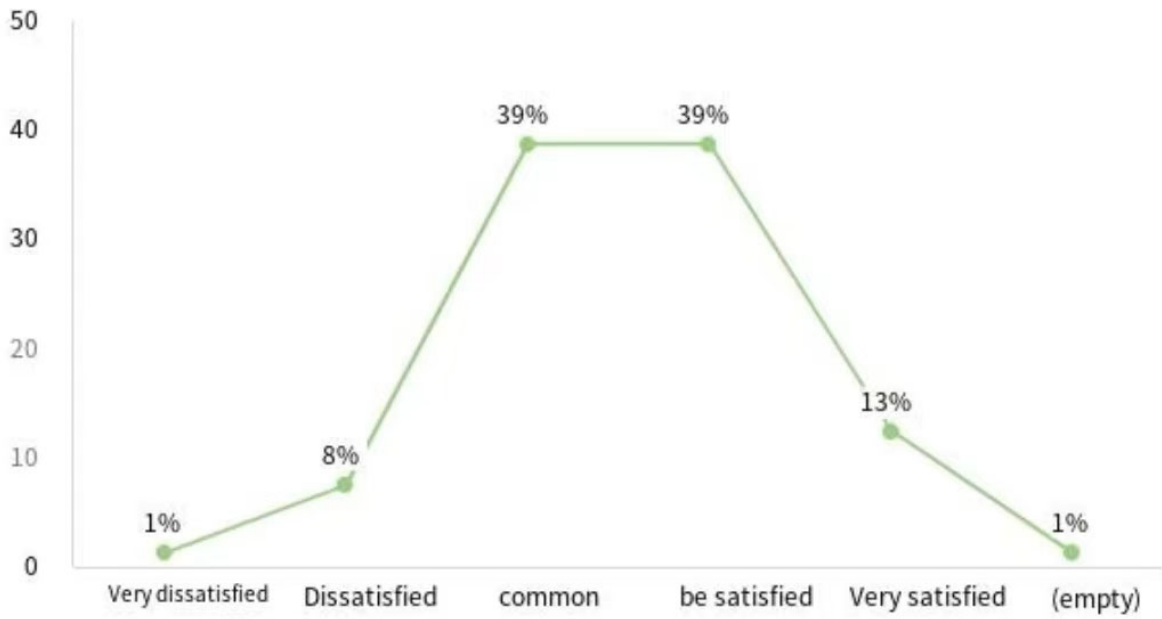


Figure 4. Satisfaction with relevant learning objectives and learning plans

Users think that the reasons for the decrease of learning efficiency are as follows in Fig.5:

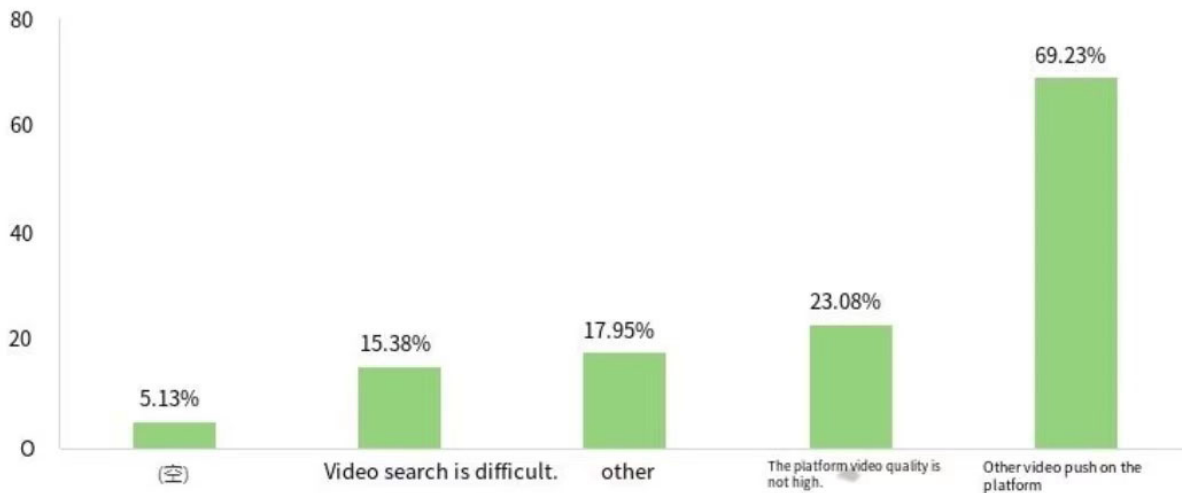


Figure 5. Users think that the reasons for the decrease of learning efficiency

4.2.2. Low learning efficiency

At present, college students' English autonomous learning on B station is mostly used as a supplement to extracurricular learning or traditional English classroom teaching. The data results show that in the survey of English learning time, most people use fragmented time to learn English (81.25% in this survey), 31.25% choose 0-15 minutes, 52.5% choose 15-30 minutes, and 52.5% choose 15-30 minutes. 18.75% chose 30 ~ 60 minutes and 13.75% chose more than 1 hour. More than 80% of the students use fragmentary time to study and the learning time is mostly concentrated in the range of 0-30 minutes. When exploring the reasons why the respondents think that the learning efficiency of Bilibili is lower than that of offline classes, it is found that 69.23% of the respondents think that other types of video push on the platform will reduce the learning efficiency. As an entertainment software, B station has abundant resources, but affected by its operation mode, students will always receive other types of video push when they learn English independently, which distracts their concentration and reduces their learning efficiency.

4.2.3. Interest-oriented, poor learning effect

The English autonomous learning of college students in B station is mainly based on the content of interest, the learning time is short and there is no special fixed time to learn, the survey found that when using Bilibili for English learning, more than half of them choose to open the bullet screen, of which 91.3% think that the strong interaction of the bullet screen is helpful to cultivate the autonomous learning mode. The bullet screen function of B station really attracts a large number of students, because B station itself is not a special learning platform but an entertainment platform, the bullet screen not only provides the possibility of mutual exchange and learning, but also distracts students' attention, and the quality of the bullet screen can not be guaranteed, so the effect of students' autonomous learning of English is not good.

4.3. Solution

4.3.1. Strengthen content review and subdivide content plate

In view of the problem of mixed learning content, first of all, Bilibili website should strengthen the audit of learning content and create a mechanism for auditing and evaluating

the quality of learning video content published. Each learning video can be scored or basically evaluated according to the click-through rate, the number of viewers, the viewing time of a single video, comments, the number of likes and other factors, and then these videos are ranked according to the scores by technical means, and then pushed to users. Secondly, English learning should be classified in detail. English learning includes examination-oriented learning (high school and college entrance examination, CET-4 and CET-6, English for postgraduate entrance examination), interest learning (dubbing, British history, British culture), overseas communication (spoken language, cultural conflict) and so on, which can be subdivided into many categories, and different contents are classified into different labels to facilitate users to find learning resources, reduce search time and improve learning efficiency. Finally, for some series of videos, due to the problems of different publishing objects or publishing time, the videos of these collections are "fragmented", and users may not be able to find the next video connected after learning a video, resulting in the interruption of learning and spending a lot of time. Search in the whole network and put the same series of videos into a collection to enhance the user's sense of use.

4.3.2. Create webpage partition and purify learning environment

Because of the attributes of B station itself (entertainment software), although it has a large number of learning resources, it can not give back a good learning effect. To solve this problem, B station can set up a learning supervision mode, when the user opens the learning mode, it will no longer push entertainment videos, and can not open entertainment videos. Alternatively, a learning section can be set up specifically for learners to use, and the learning interface and entertainment interface can be designed as two web pages. Create better space for users from website design and operators.

5. The English Autonomous Learning Mode of College Students in Baoding

Under the background of the great development of the new media industry in the era of mobile data and the normalization trend of the epidemic since 2020, the new learning concepts of "Cloud classroom" and "Cloud learning" are deeply rooted

in the hearts of the people. The background of this survey is the post-epidemic era, the purpose is to explore the new learning mode of college students, keep up with the preferences and learning trends of college students using app, and the survey has strong timeliness and high reference value.

5.1. Improve the quality of resources and create an atmosphere of autonomous learning

As a booming new media platform in recent years, B station has widely absorbed a large number of young people, especially college students. B station takes this opportunity to set up its own special area for up owners (people who publish videos on B station) who take popular science knowledge and sharing tutorials as the core of videos. Based on the establishment of the learning area, the number of entertainment videos in the learning area is very small, so college students are not easily attracted by entertainment videos. They can use the English learning area to create a self-learning atmosphere on the Internet. Reduce the adverse effects of external entertainment environment or automatic pop-up entertainment video on contemporary college students' learning on new media software. At the same time, due to the accurate calculation of B station algorithm, big data will automatically recommend relevant learning videos when students search for learning videos. This automatically recommended video also promotes learners to further autonomous learning according to relevant learning interest areas, and improves the expansibility of learning content. According to the further optimization of the retrieval function, the learner does not need to search for very accurate retrieval words, and the B station can automatically recommend learning content videos according to effective words, so that the accuracy well meets the needs of autonomous learning of the learner, avoids watching too many invalid learning videos, and reduces the cost of silence time. At the same time, we also suggest that B station needs to continuously improve the retrieval function of big data to meet the needs of learners to learn accurately and improve learning efficiency.

In view of how to improve the quality of video content, the most important thing for B station itself is to strengthen the audit and create a mechanism for auditing, evaluating and publishing the quality of learning video content. In addition, the page design can be more reasonable and concise, create a learning page selection mechanism, coupled with a set of high-quality algorithm push mechanism to ensure user experience. High-quality video and accurate push algorithm will make B station more professional, create a better educational and teaching environment, improve the learning quality of users, and stimulate the establishment and improvement of college students' English autonomous learning mode.

In online autonomous learning, while new media technology gives full play to its advantages, students, as the main body of learning, should give full play to their own initiative, cultivate correct learning concepts, and actively carry out online English learning. The demand for online English autonomous learning is gradually turned into a learning habit, so as to cultivate college students' online autonomous learning ability.

5.2. Combination of supervision mode of B station and independent supervision of students

In the network era, all kinds of information are complex, and a sound learning supervision mechanism is an important factor to improve learning efficiency. B station is a representative youth communication community, which has certain entertainment attributes and is not an English learning software in the traditional sense. In view of the characteristics of B station itself, we suggest that B station can set up a learning supervision mode. When the user opens the learning mode, the entertainment video will no longer be pushed, and the entertainment video cannot be opened. Create better space for users from website design and operators. In addition, self-supervision is also very important in the process of students' autonomous learning. Students can set up periodic and phased learning goals to motivate their English learning, and consciously and consciously carry out English online learning.

5.3. Comparison between the Characteristic English Learning Mode of B station and the Traditional Teaching Mode

To a certain extent, the establishment of this learning area reduces the impact of other entertainment areas on college students' autonomous learning and improves the efficiency of college students' English learning. At the same time, due to the subdivision of the learning area, college students can choose the subdivision learning points they want to learn English independently, which is different from the traditional task-based teaching mode, and students mostly choose the learning content independently, which improves the freedom and flexibility of college students' learning to a certain extent. With the rich forms of English learning content on B station, covering English videos with different contents and difficulties such as scientific English and business English, students can choose the content they want according to their English level, which is different from the passive acceptance of knowledge in the traditional classroom, making English learning more targeted, and to a certain extent, realizing the differentiated teaching mode of teaching students in accordance with their aptitude. The special form of bullet screen in B station brings a sense of interaction in learning, that is, the audience can express their views in the bullet screen area while watching the video, and at the same time, they can also see the bullet screen of other audiences and respond to the interaction, which can promote the interaction between learners and teachers, learners and learners, learners and learning content from various aspects and dimensions. So as to improve academic performance and performance. Through this form of bullet screen, college students can communicate in real time, which increases the communication in the classroom. Compared with the traditional classroom B station learning and teaching, students and teachers have a more "ice-breaking sense".

6. Summary

Through this project, we explore the new media platform taking Bilibili as an example, and the current situation of college students' online English autonomous learning mode, and then summarize the teaching methods in the new era through the research results. In the post-epidemic era, with the rise of "Internet +" and the gradual popularization of online

learning modes such as "Cloud learning", knowledge in various fields is becoming more and more closely integrated, which also reflects the necessity of this survey. Because "B station" is a representative youth community of the new generation, and its own platform has distinct characteristics, so through the investigation of the diversity and innovation of English teaching mode in "B station", it can more clearly and conveniently reflect the learning status of college students, and it is also a window to see the change of learning methods and the renewal of learning methods in the new era. We hope that through this survey, we can bring some thinking and inspiration to college students' English autonomous learning mode, and also hope to provide information supplement and update for online learning mode, at the same time, we also hope to provide some help for college students' English teaching and education reform under the background of exploring the large-scale popularization of new media platform learning.

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